

DIBELS

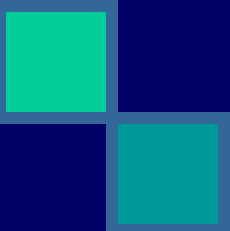



MYTHS AND FACTS

<http://www.dibels.org/pubs.html>

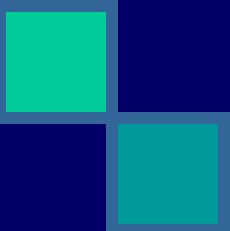



WHAT DIBELS IS

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- Formative assessment
 - Evaluates effectiveness of interventions for children receiving support
 - Indicates when changes are needed to maximize of student learning
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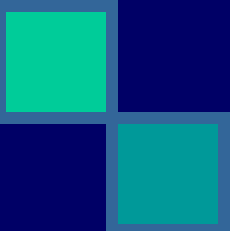



HOW CAN DIBELS BE USED

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- By the teacher to determine if more support is needed.
 - At school or district level to help determine effectiveness of instructional support
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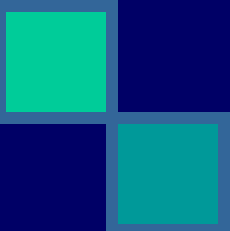



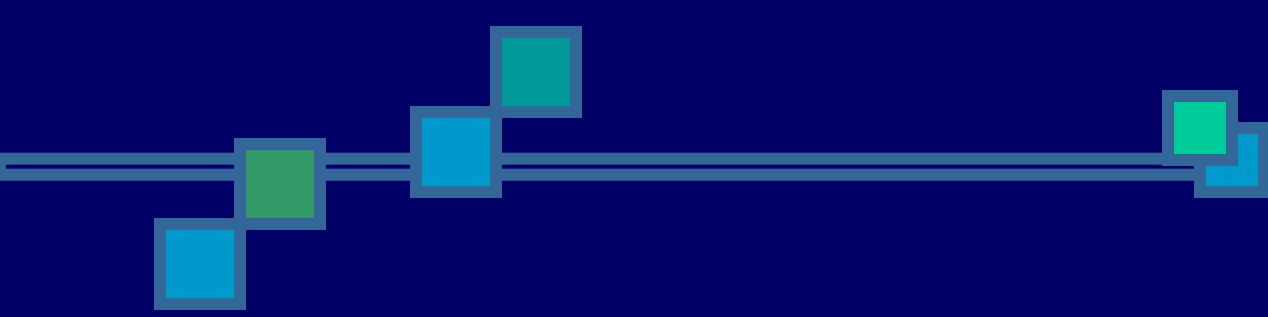
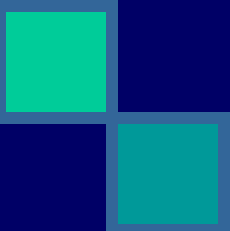

What things can be evaluated?

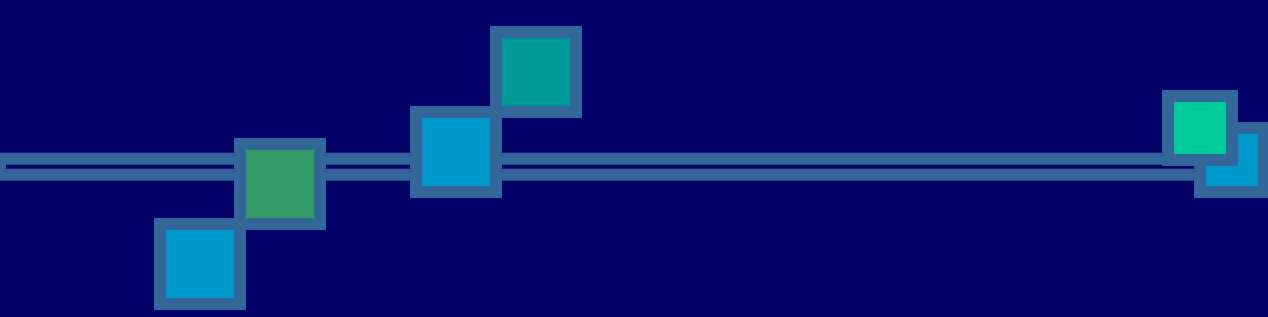
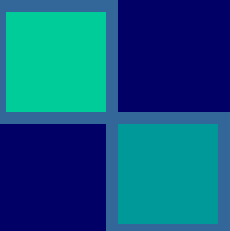

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- Curricula and programs
 - Fidelity of implementation
 - Allocated instructional support time
 - Instructional grouping
 - Content and delivery plan for professional development
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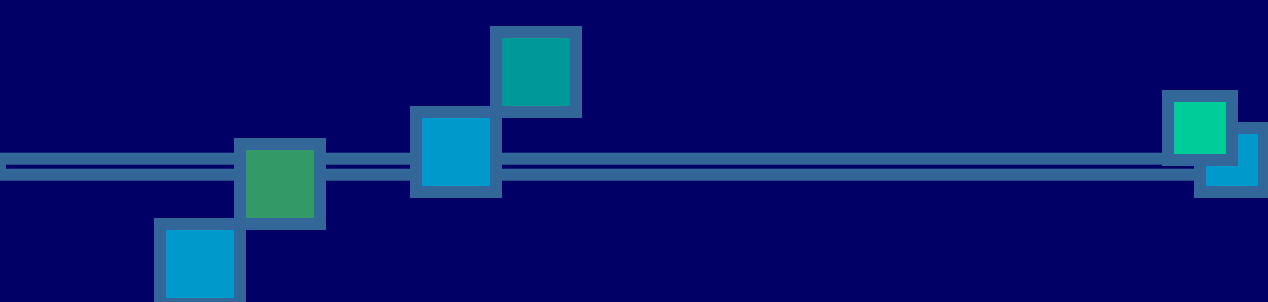
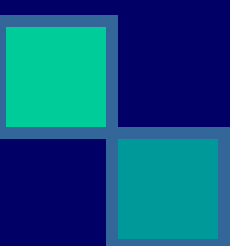



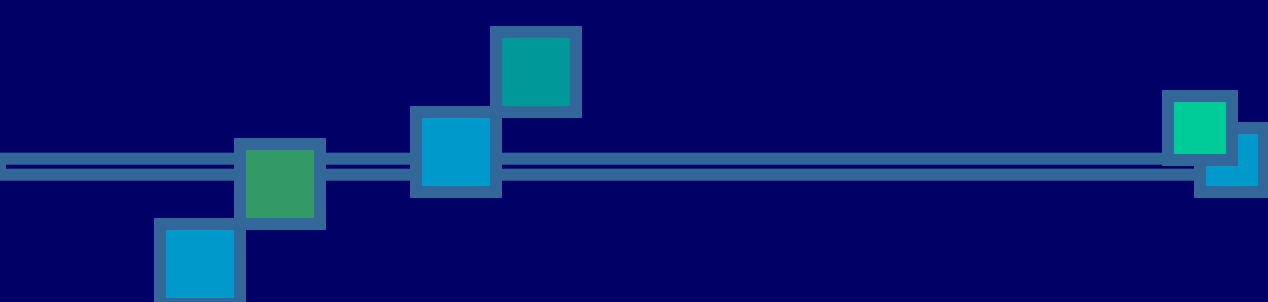
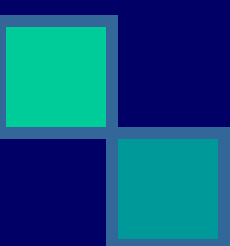

DIBELS MYTHS

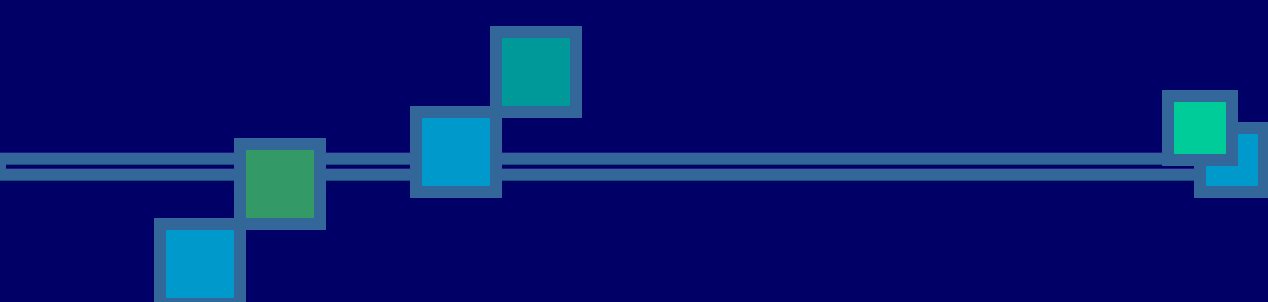

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- Myth 1: Measures splinter skills and does not prepare children to read for meaning
 - Fact: designed to be indicators of critical early reading skills rather than comprehensive assessment of all skills
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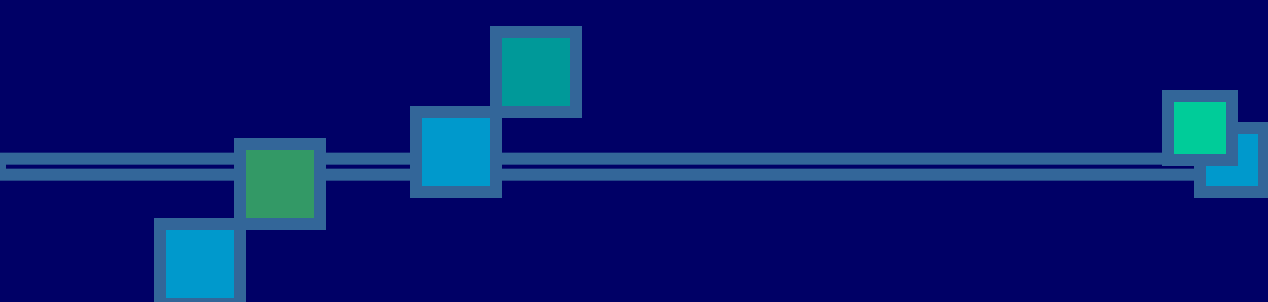
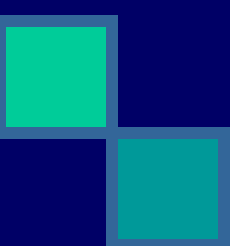

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- Myth 2: Measures are timed, so they are all about speed, not about real reading
 - Fact: Timed because fluency and automaticity in each skill are critical components to becoming a skilled reader. *Both accuracy and fluency are critical.*

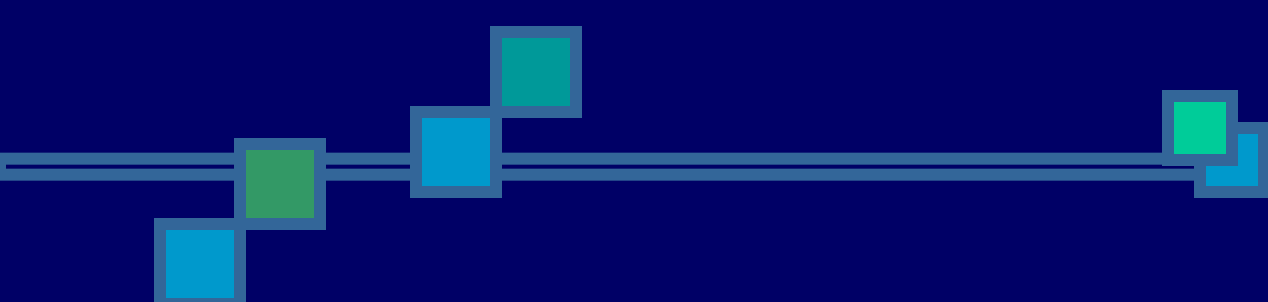
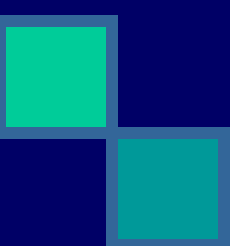

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- Myth 3: DIBELS are too hard. Children are penalized for things they have not yet learned.
 - Fact: Designed to measure growth not status. Designed so that children score lower at first and do better as they are taught and learn essential skills.

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- Myth 4: The standardized procedures for administering DIBELS are inappropriate.
 - Fact: DIBELS measures are standardized so that a child's progress can be evaluated over time.

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- Myth 5: DIBELS are not appropriate for diverse learners.
 - Fact: DIBELS are appropriate for all students for whom learning to read in English is a current instructional goal, with a few exceptions.

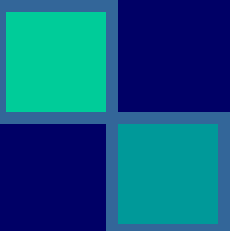

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- Myth 6: The benchmark goals are not appropriate for diverse learners.
 - Fact: DIBELS benchmark goals have been researched across all geographic areas of the US with a wide range and types of schools and students. Students who achieve benchmark goals have a higher probability of becoming readers than students who do not.
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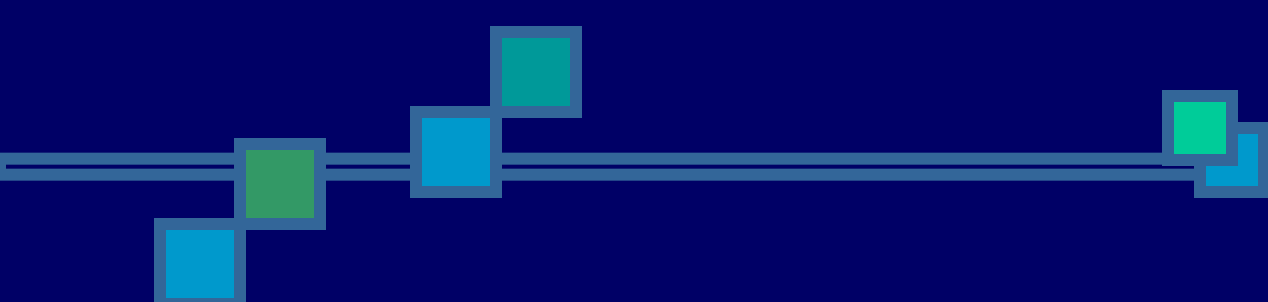
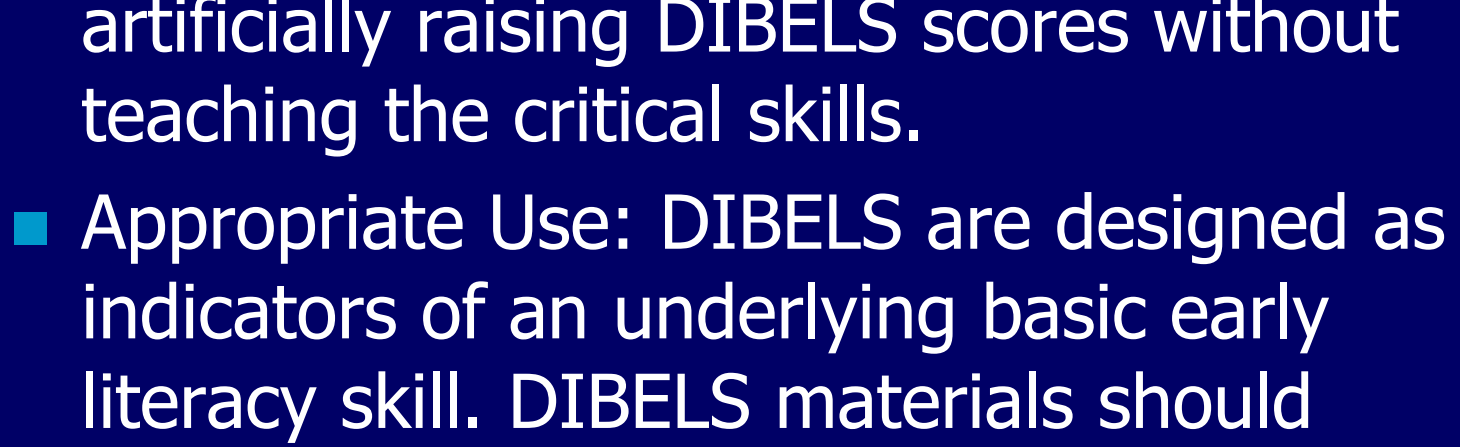
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- Myth 7: DIBELS are linked to a particular curricula or approach to teaching reading.
 - Fact: DIBELS measures are neutral with regard to particular programs, curricula, or instructional programs. DIBELS were designed with an unrelenting focus on **outcomes** - children becoming skilled and fluent readers by the time they leave third grade.

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- Myth 8: There is no research on DIBELS.
 - Fact: Research on DIBELS has been going on since 1988 and continues to this day.
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DIBELS Misuses

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- Misuse 1: DIBELS data are used for high-stakes decision for both students and systems.
 - Appropriate Use: Developed and validated to provide support to students with formative review of programs and student's responses.
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- Misuse 2: Teaching to the test and/or artificially raising DIBELS scores without teaching the critical skills.
 - Appropriate Use: DIBELS are designed as indicators of an underlying basic early literacy skill. DIBELS materials should never be used for practice or instructional purposes.
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Other Publications

- DIBELS® Research References
- DIBELS® 6th Edition Technical Adequacy Information
- "What Are DIBELS?"
- Parent Letter

Position Papers

- Use of DIBELS for Student-Level Accountability Decisions
 - The Use of DIBELS for System-Wide Accountability Decisions
 - The Use of DIBELS for Diverse Learners
 - Response to 'The Truth About DIBELS'
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